

CHAPTER TWO

THE RECORDS

INTRODUCTION

The whole of the material from my own school quoted here was written down on the days when it occurred, either at the moment or at the end of the school day. The actual records are simply a chronological and unclassified account of the happenings in the school. In my first volume, I selected from this chronological story the incidents which illustrated the children's *discovery, reasoning and thought*. For the present volume, I have brought together all those incidents which have to do with the children's social relationships and personal feelings.

The broad lines of classification adopted for the material arose mainly from my own initial interests in the problems of love and hate, and of the relation between sexuality and guilt. But the more detailed groupings under these four main headings were arrived at directly from a study of the material. In reading those incidents which could be grouped as *aggressive behaviour*, for instance, such queries naturally arose as: What sort of situations give rise to aggression? What specific motives can be seen at work? The grouping offered is a partial answer to these queries.

In gathering the confirmatory material from other sources, I had the classification of the school material already in hand, and the further instances available were allowed to fall into the scheme which was emerging. It seemed desirable for theoretical reasons to confirm certain of the sorts of behaviour shown by my own group of children, but it was obviously

unnecessary to do this with all sections of my material. I did not need, for instance, to find further illustrations of *friendliness and co-operation*, since no one needs to have it proved that little children can be friendly and mutually helpful, and everyone working or playing with them can supply endless instances of his own.